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THE EFFECT OF A CLASS-WIDE TRAINING ON PROSOCIAL BYSTANDER
BEHAVIORS

by

Charity Barnes

A thesis submitted in partial fulfillment
of the requirements for the degree

of

EDUCATIONAL SPECIALIST

in

Psychology

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2015

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ABSTRACT

The Effect of a Class-wide Training on Prosocial Bystander Behaviors

by

Charity Barnes, Educational Specialist

Utah State University, 2015

Major Professor: Donna Gilbertson, Ph.D.

Department: Psychology

The purpose of this study was to decrease school bullying by implementing a class-wide intervention that targets bystanders. Hypotheses include that an intervention will increase prosocial bystander behaviors that will result in reduced rates of bullying and improved positive peer responses. Ross and Horner's Positive Behavior Supports bullying prevention program was modified to increase incentives for students who defend others from bullying. A multiple baseline design across three general education classrooms was used to examine the effectiveness of the intervention in an elementary school in northwestern Utah. Pre- and posttests were administered to assess participant roles and student intervention acceptability. The findings of the study suggested that bullying behavior decreased and defending increased. Further, acceptability of the intervention and the skills taught to children were rated as moderately high across all classrooms. Even though bullying incidences decreased substantially, bullying behaviors were not eradicated completely in the three classrooms. To decrease rates of bullying

further, secondary and tertiary interventions along with continued functional assessment on why bullying occurs are needed. Further, to help increase the practicality of teaching peers the critical skills of defending victims, research on how to increase students' ability and motivation to intervene is essential.

(87 pages)

PUBLIC ABSTRACT

The Effect of a Class-wide Training on Prosocial Bystander Behaviors

by

Charity Barnes, Educational Specialist

Utah State University, 2015

The purpose of this study was to decrease school bullying by teaching defending steps and increasing incentives for bystanders, students who witness bullying but who are not necessarily involved in the violence. An established bullying prevention program was modified to increase the likelihood that bystanders would defend victims of bullying behaviors. The findings of the study suggested that bullying behavior decreased and defending increased. Further, acceptability of the intervention and the skills taught to children were rated as moderately high across all classrooms.

ACKNOWLEDGMENTS

I would like to thank my committee members, Gretchen Peacock, Kyle Hancock, and Courtenay Barrett, for their hard work, encouragement, and feedback given to me throughout my program and in implementing and writing my thesis project. I especially want to thank my major professor, committee member, advisor, and mentor, Donna Gilbertson, for personally taking the time and investing in not only my academic success but also in my personal success. She has given me invaluable advice and guidance, and has continually showed confidence in my abilities despite my own self-doubt and discouragement during the ebbs and flows of graduate school and throughout my continuing career.

I would also like to thank my cohort members for their support throughout graduate school. We often endured long nights to ensure group success through difficult class loads and material. We learned to confide and depend upon each other when group morale was low. I further would like to thank my family for their support. I am blessed to have a loving and understanding family who constantly build me up and encourage me to be better. I would especially like to thank my loving husband for all his encouragement throughout my degree and in writing my thesis. He constantly gave me insight and resources to understand statistics and research. But most of all he was an understanding shoulder to cry on and a constant companion through stressed-evoked irritability and indecision. He has been a beacon that constantly drives me forward. Thank you for the sustaining and endless love you give!

Charity Barnes

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CHAPTER I

INTRODUCTION

Despite school efforts to promote a positive school climate, many students experience bullying in school settings. Bullying, defined as the use of unequal power to repeatedly cause physical, social or emotional harm to another (Olweus, 1993), is an important factor that influences school safety and climate. According to student reports and observations, one out of three children are bullied (National Institute of Child Health and Human Development [NICHD], 2007), one or two victims are present in each classroom (Schuster, 1999), and bullying episodes occur on average two times per hour in playgrounds and classrooms (Craig, Pepler, & Atlas, 2000). Parents and educators are also greatly concerned given that students who are bullied are more likely to suffer from negative physical and mental health when compared to their peers (Card, 2003). Students who are bullied are more likely to miss school, have fewer friends at school, have lower self-esteem, be less popular, be more depressed, are more likely to commit suicide, and have increased lasting difficulties in behavioral problems as adults when compared to students who are not bullied (Charach, Pepler, & Ziegler, 1995; Craig et al., 2000; Kaltiala-Heino, Rimpela, Marttunen, Rimpela, & Rantanen, 1999; Ladd, 2003; Nishina, Juvonen, & Witkow, 2005; Schuster, 1999; Schwartz, Gorman, Nakamoto, & Toblin, 2005; Swearer, Song, Cary, Eagle, & Mickelson, 2001; Unnever & Cornell, 2003). Most likely due to the negative psychological effects, victimization predicts poor academic performance at the onset or within a year of bullying (Fonagy, Twemlow, Vernberg, Sacco, & Little, 2005; Juvonen, Nishina, & Graham, 2000; Nishina et al., 2005; Schwartz

et al., 2005). Not only victims, but students who witness bullying additionally report distress (Charach et al., 1995) and often feel unsafe in school (Unnever & Cornell, 2003).

Given the serious emotional and academic implications of bullying, the effects of anti-bullying programs on bullying prevention and reduction have been researched since 1978 (Olweus, 1978; Smokowski & Kopasz, 2005). In general, many programs adopt a multi-dimensional model (Frey et al., 2005) that incorporates multiple contexts at the school-wide level and includes teachers, parents, bullies, victims, and bystanders. Results from some studies investigating one anti-bullying program show an approximate 50% bullying reduction rate (Olweus, 1994), while other programs have shown much smaller reductions (Stevens, Van Oost, & de Bourdeaudhuij, 2000), and some programs seem to increase bullying (Rigby, 2006; Smith, Schneider, Smith, & Ananiadou, 2004). The results of recent meta-analyses of the effects of school based anti-bullying programs have also been mixed. A meta-analysis of the effects of 16 school based anti-bullying programs conducted by Merrell, Gueldner, Ross, and Isava (2008) showed that only a third of the programs have a meaningful positive effect against bullying. A more recent meta-analysis by Ttofi and Farrington (2011) of 44 studies showed that anti-bullying programs on average are effective in reducing bullying by 20% to 23%. Merrell and colleagues suggested that anti-bullying programs have some success in increasing social competence, self-esteem, and general peer acceptance amongst students. Further, they proposed that teachers seem to benefit somewhat from anti-bullying programs, with results suggesting increased feelings of teacher efficacy and teacher intervention behavior when bullying occurs. However, teachers' ability to actually decrease bullying incidents

is limited. Overall, it was difficult to ascertain the components of various type of anti-bullying intervention that would help explain why some interventions worked better than others.

In an effort to strengthen current bullying prevention programs, there has been a recent focus on more actively targeting bullying as a group phenomenon that includes the role of bystanders in addition to bully and victim roles (Salmivalli & Peets, 2008).

Bystanders are children who are present when someone else is being bullied yet who are not necessarily involved in the bullying. Observations from several studies reveal that bystanders (ages 6-12) are present 85% or more of the time during a bullying episode (Atlas & Pepler, 1998; Hawkins, Pepler, & Craig, 2001) and the majority of students report in survey research that they witnessed school bullying (Salmivalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukiainen, 1996).

Several researchers postulate that bystanders can play a vital role in bullying outcomes due to bystanders' actions within a group that may either reinforce the bullying behavior or stifle the bullying process (Doll, Song, & Siemers, 2004). In general, prosocial bystander responses may include active involvement such as talking to the bully, helping the victim, or seeking help from other students or adults (Kanetsuna, Smith, & Morita, 2006; Rocke Henderson, 2002). However, few bystander prosocial behaviors are observed or reported at recess. Frey and colleagues (2005), for example, found that approximately 77% of ($N = 620$) elementary students, who were observed during recess, at one point in time, either cheered or reinforced the violence by participating in destructive bystander behavior. Observation results and student ratings of

peer bystander roles suggest that approximately 50% of students are passive bystanders (Craig & Pepler, 1997; O'Connell, Pepler, & Craig, 1999; Salmivalli, 1999; Salmivalli et al., 1996). A lack of a negative response or removal from the bullying episode may be interpreted by others as an indirect acceptance of the behavior.

Bullying mostly occurs when only students and no adults are able to witness it, thus, focusing on the role of bystanders may be a critical strategy to improve outcomes of anti-bullying programs (Atlas & Pepler, 1998). Little is known, however, about the range of prosocial bystander responses or factors that influence student ability or motivation to become involved. Results from the few emerging studies investigating school-based programs that target bystander intervening strategies have been encouraging. Kärnä and colleagues (2011), for example, investigated the effects of an extensive program, the KiVa anti-bullying program, on rates of reported school bullying of fourth- to sixth-grade students in Finland. This program included a rigorous classroom curriculum, videos, posters, a computer game and role-play exercises that are designed to meet three goals: (a) to increase awareness of the peer group's role in bullying, (b) increase peer empathy for victims and, and (c) to teach students strategies and increase student self-efficacy to support victims. By focusing on the peer environment, elements of the program are designed to eliminate peer or bystander behaviors that support the bully and promote the use of strategies to stop bullying. To further support peers, a school team of teachers is trained to help problem solve any bullying incidents with the victim and bully or bullies. Compared to control schools, bullying and victimization decreased approximately 30% and 17% as per peer and self-reports after 9 months of implementation of the KiVa anti-

bullying program. Changes in attitude, empathy and actual bystander defending behaviors, however, were not sustained throughout the intervention. Although bystanders' defending behavior did not significantly increase, the program did show diminishing destructive bystander behaviors such as aiding and reinforcing the bully.

Ross and Horner (2009) conducted a single-subject multiple baseline design across 6 elementary students with aggressive behaviors to evaluate the effectiveness of the Positive Behavior Supports bullying prevention program (BP-PBS) in reducing physical and verbal bullying behaviors at lunch recess. Students were taught steps to help reduce inappropriate peer attention that may follow a student's disrespectful behaviors towards another student. Students learned and practiced how to (a) discriminate between "respectful" and "not respectful" behaviors; (b) use steps "say stop," "walk away," and "talk to an adult" when another student is not being "respectful"; (c) respond when someone tells you to stop being disrespectful; and (d) follow adult directions after asking for adult help. In summary, results showed a decrease in the frequency of and variability of verbal and physical aggression following the intervention relative to baseline. Further, victims and bystanders were shown to use the BP-PBS steps more often after program implementation, specifically in saying "stop" and walking away from the problem situation. However, the percentage of the trained student responses to aggression remained at low rates overall suggesting that additional steps or support may be needed to motivate students to more consistently use the steps.

Eliminating the social attention from peers that may be sought by students who bully others and increasing bystander prosocial behavior for the victims may be a

promising approach to further reduce school violence. However, there is still a lack of research on what bystanders can and consistently will do to reduce bullying (Stueve et al., 2006). Although a few studies examining interventions that target peer involvement show reductions in bullying behaviors, many students choose to passively rather than actively undercut the peer support for bullying. It is also important to note that many students employ negative behaviors (e.g., name calling, exclusion) from time to time towards other children for variety of reasons (Frey, Edstrom, & Hirschstien, 2010). But the degree that these behaviors are accepted or rewarded by peers will influence the likelihood that these behaviors develop into chronic and more severe bullying. Therefore, additional research on bystander behaviors and on how to motivate prosocial bystander involvement that effectively reduces bullying as well as the behaviors that may lead to chronic bullying is critical. Thus, the purpose of this study was to seek to improve current interventions by targeting prosocial bystander behaviors in schools.

CHAPTER II

LITERATURE REVIEW

Bullying in School Settings

Bullying is recognized worldwide as a serious concern for children and youth. Research on how to understand, prevent and address this concern is increasing. For research purposes, bullying is generally defined as repeated, negative acts committed by one or more persons against another. These negative acts are when a person intentionally inflicts injury or discomfort upon another person who cannot easily defend him/herself (Olweus, 1993). Bullying behaviors, as defined by the National Crime Victimization Survey, is subjecting others to both verbal and physical aggression such as gossiping, threatening, excluding, pressuring and/or teasing others, as well as pushing, shoving, tripping, and/or spitting on others, and destroying others' property (Institute of Education Sciences [IES], National Center for Education Statistics, 2010).

Any student can be bullied, particularly those who have few friends or are easily intimidated. School-aged students' ($N = 15,000$) reports on bullying experiences on the World Health Organization's Bullying Survey (Nansal et al., 2001) indicated that 53% of the boys and 37% of the girls reported having participated in bullying. According to the 2007 National Crime Victimization survey, 32% of American students, ages 12-18, report being bullied while at school. Sixty-three percent of these students were bullied once or twice a year, 21% were bullied once or twice a month, 10% once or twice a week, and 7% were bullied almost daily (IES, 2010). Verbal and physical forms of bullying

amongst students have shown to originate and increase in elementary school and to peak in middle school (Banks, 1997). Severity of bullying in elementary schools is evident as shown by a survey given to students at 14 schools in Massachusetts, which indicates that approximately 50% of students, in third through eighth grades, who report frequent victimization, also reported victimization occurring for at least 6 months from onset (Mullin-Rindler, 2003). Further, Craig and colleagues (2000) observed bullying in the classroom to be approximately 2.4 times per hour.

Bullying is a major concern given that various studies indicate a number of negative impacts on social, emotional, behavioral, and academic adjustments that are associated with bullying incidences for all students within a school community (Batsche & Knoff, 1994; Fonagy et al., 2005; McDougall, Vaillancourt, & Hymel, 2009). That is, victims of bullying are more likely to miss school, have fewer friends, have lower self-esteem, are more likely to develop internalizing disorders such as depression and anxiety, are more likely to commit suicide, and have increased behavioral problems later in life (Eslea & Smith, 1998; Hugh-Jones & Smith, 1999; McDougall et al., 2009; Meraviglia, Becker, Rosenbluth, Sanchez, & Robertson, 2003; Reijntjes et al., 2011). Maladjustments are also evident in those students who are bullies or victim-bullies (bullies who are also victims of bullying), as students who bully are more likely to solve their problems through violence, to participate in illegal and antisocial behaviors (Banks, 1997; Ttofi, Farrington, Losel, & Loeber, 2011), and are more likely to commit suicide later in life (Kaltiala-Heino et al., 1999). A third group, bystanders (those who witness bullying of others), are also negatively impacted. As bullying decreases, students' sense of safety in

and respect for their school decreases, which in turn negatively affects school and academic performance (Charach et al., 1995; National Education Association [NEA], 2003; Unnever & Cornell, 2004). Moreover, because of this general decrease of students' sense of safety, approximately 160,000 students in the U.S. miss school each day regardless of their bullying role (NEA, 1995). Thus, parents and educators must cope with the serious school-wide impact of bullying on students' social, emotional, and academic adjustment within a school setting (Ttofi & Farrington 2011). A review of the literature on school-based anti-bullying programs and the bystander role in the bullying social context are discussed in the sections below.

School-Based Anti-Bullying Programs

Given the serious implications of bullying on students' well-being and academic performance, the prevention and intervention of bullying is an important area of research efforts. School-based anti-bullying efforts are typically a universal level program with multiple components administered to the entire school population and staff. The purpose of these programs is to increase bullying awareness and decrease bullying behaviors among students. Merrell and colleagues (2008) conducted a meta-analysis of 16 studies (which includes data on 15,386 students in K-12 schools) from the years of 1980-2004 on the effectiveness of school bullying interventions in the United States, Canada, and Europe. Included studies: (a) employed an experimental or quasi-experimental group design; (b) evaluated change in bullying behaviors as seen in at least one of the bullying group roles such as bully, victim, passive bystander, defender; and (c) specifically

targeted bully or victims in individual groups, classrooms, or school wide.

Each study used one or more of the following measurement methods: student self-report, teacher self-report, teacher report of child behavior, peer nominations or ratings, and school discipline records. The dependent variables were classified into 28 major outcome measures of student, knowledge, or attitudes as associated with anti-bullying intervention behaviors. The mean Cohen's *d* effect size was computed for each of these 28 classified variables. These results revealed that 10 of the 28 outcome variables were associated with positive meaningful changes and 17 variables were not ($ES < .20$). Of the 10 positive outcome findings, four variables (i.e., student self-reports of being bullied, student reported witnessing bullying, teacher reported appropriate staff responses to bullying, and peer reports of participation in bullying roles) had a small positive effect ($ES = .20-.49$), two (i.e., peer reports of peer acceptance and school records of teacher discipline referrals) variables had a medium positive effect ($ES = .50-.79$), and four (i.e., student-reported global self-esteem, teacher self-reports of knowledge of bullying prevention, teacher-reported efficacy of intervention skills, teacher reports of student's social competence) variables had a large positive effect ($ES = .80$ or higher). Specific items that showed meaningful positive effects include student self-reports of being bullied, witnessing bullying, and global self-esteem; teacher self-reports of knowledge of bullying prevention, appropriate staff responses to bullying, and efficacy of intervention skills; teacher reports of student's social competence; peer reports of participation in bullying roles and peer acceptance; and school records of teacher discipline referrals (Merrell et al., 2008).

In summary, given that only a third of these interventions showed meaningful positive effects, Merrell and colleagues (2008) concluded that there is some evidence for anti-bullying interventions showing positive effects specifically in student self-esteem, peer acceptance, teacher awareness and sense of efficacy. However, program development and evaluation are still needed to show that anti-bullying programs meaningfully decrease actual bullying behaviors such as bullying participation and student victimization.

A more recent meta-analysis by Ttofi and Farrington (2011) of 44 studies on the effectiveness of anti-bullying programs conducted between 1983 and 2009 showed more promising results. Included studies : (a) sought to decrease school bullying from kindergarten to high school; (b) included bullying outcome measures; and (c) included randomized ($n = 14$), pre-post quasi-experimental ($n = 17$), other quasi-experimental ($n = 4$), or age-cohort ($n = 9$) designs. Odds ratios were calculated to determine effect sizes.

Results suggested all studies that included less than 200 participants had nonsignificant outcomes, but that the overall mean change of all 44 anti-bullying programs together resulted in a large odds ratio ($OR = 1.36, p < .0001$) indicating a substantial significant decrease in bullying. Therefore results suggest that anti-bullying programs generally decrease bullying by 20-23%. Further, when evaluating decreases in victimization, the overall mean change of victimization in the 44 studies also resulted in a large odds ratio ($OR = 1.29, p < .0001$). Thus results further suggest that anti-bullying programs largely decrease victimization by 17-20%.

Additionally, by comparing a sample of programs with, and a sample without

specific program components, the following components were shown to significantly decrease bullying: disciplining the bully (w/o $OR = 1.31$, w/ $OR = 1.59$, $p = .0003$), school conferences held to discuss bullying incidents (w/o $OR = 1.30$, w/ $OR = 1.49$, $p = .008$), recess supervision (w/o $OR = 1.29$, w/ $OR = 1.53$, $p < .0001$), parent training/meetings (w/o $OR = 1.25$, w/ $OR = 1.57$, $p < .0001$), program intensity for children (w/o $OR = 1.25$, w/ $OR = 1.62$, $p < .0001$), teacher training (w/o $OR = 1.24$, w/ $OR = 1.46$, $p = .006$), duration for teachers (w/o $OR = 1.22$, w/ $OR = 1.50$, $p = .0004$), information sent to parents (w/o $OR = 1.21$, w/ $OR = 1.44$, $p = .013$), program intensity for teachers (w/o $OR = 1.19$, w/ $OR = 1.52$, $p < .0001$), school-wide policies (w/o $OR = 1.19$, w/ $OR = 1.44$, $p = .008$), duration for children (w/o $OR = 1.17$, w/ $OR = 1.49$, $p < .0001$), classroom rules (w/o $OR = 1.15$, w/ $OR = 1.44$, $p = .006$) and management (w/o $OR = 1.15$, w/ $OR = 1.44$, $p = .005$). Additionally, components that were shown to be effective in reducing victimization included disciplinary methods (w/o $OR = 1.21$, w/ $OR = 1.44$, $p < .0001$), intensity for children (w/o $OR = 1.21$, w/ $OR = 1.42$, $p = .002$), parent trainings/meeting (w/o $OR = 1.20$, w/ $OR = 1.41$, $p < .0001$), cooperative group work (w/o $OR = 1.20$, w/ $OR = 1.38$, $p = .001$), while working with peers, duration for teachers (w/o $OR = 1.18$, w/ $OR = 1.41$, $p = .0003$), duration for children (w/o $OR = 1.15$, w/ $OR = 1.35$, $p = .001$), and videos (w/o $OR = 1.17$, w/ $OR = 1.38$, $p = .0004$) resulted in significant increases in victimization (w/o $OR = 1.39$, w/ $OR = 1.13$, $p < .0001$). Also, those programs that were evaluated and modified for effectiveness by bullying outcome measures two or more times a month showed to be more effective in reducing bullying.

Overall, Ttofi and Farrington (2011) concluded that anti-bullying programs were

largely effective in both decreasing school bullying and victimization. These results, however, were stronger in studies with an age-cohort design and weaker in studies with a randomized control group design. Further, this analysis revealed a number of program components that were all shown to decrease school bullying. Although a number of program components shown to significantly decrease victimization to a lesser extent than bullying, programs that targeted peers resulted in a significant increase in victimization. However, none of these components were able to be evaluated exclusively from their program context, thus interaction effects from other program components that cannot be separated from the program they were all given in may confound effect sizes to some extent.

Differences in the Merrell and colleagues (2008) and Ttofi and Farrington (2011) meta-analyses may be due to different studies collected from each author. More specially, Merrell et al. searched exclusively for intervention programs in English using PsychINFO and ERIC search engines limiting their study to 16 programs. Ttofi and Farrington searched within 18 electronic databases not limited to English resulting in the inclusion of 44 overall anti-bullying programs. Ttofi and Farrington also excluded programs that did not specifically state bullying as the dependent variable being measured and excluded any publications that did not have key words in the title such as diverse forms of the word “bully,” “school” and “intervention,” and did not include the words “violence and aggression.” Merrell and colleagues included studies that measured aggression and violence as dependent variables and also included one study that reported aggression or violence within the title, with no reference to bullying, even though bullying was a

dependent variable measured within the selected study. There were also four programs that Merrell and colleagues examined that Ttofi and Farrington did not due to a lack of data, this included one study that resulted in an increase in bullying behavior following intervention. Merrell and colleagues also reported four Stevens and colleagues (2000) studies due to different ages and the dependent variables measured in four separate papers regardless of the data coming from the one large study. Merrell and colleagues additionally included unpublished theses and dissertations within their study while Ttofi and Farrington did not. However, Ttofi and Farrington included five interventions based on or influenced by the Olweus program while Merrell and colleagues reported only the original evaluation in 1997. When comparing the two meta-analyses, only seven of Merrell and colleagues' 16 studies were included within the Ttofi and Farrington review.

The school-based anti-bullying efforts clearly reflect the complexity of individual, peer, family, and school contexts in which bullying occurs. Some, but not all studies reveal a positive impact of school-based anti-bullying programs for reducing bullying. When and why a program would work in a particular school context is not yet clearly defined. Swearer, Espelage, Vaillancourt, and Hymel (2010) proposed several key reasons why anti-bullying programs are inconsistently effective including a lack of (a) theoretical framework to guide program development; (b) consideration of factors that promote and sustain bullying, such as peers and families; and (c) prosocial behaviors students can use to stop bullying or replace bullying for bullies. Although there is considerable focus on school policy and adult support in anti-bully programs, additional focus on peer bystanders' attitudes, intentions, and actual behaviors within the social

context of bullying may be a key factor that may further improve program outcomes.

Bystanders Role in the Bully Social Context

Many anti-bullying programs that primarily target bullies and victims have limitations. First, it is often difficult to change bullying behavior directly. And victims are often afraid of retaliation or may not have the skills or support to receive help (Merrell et al., 2008). Researchers suggest that bystanders may play a vital role in reducing bullying due to bystanders' group role in either reinforcing or stifling the bullying process (Porter & Smith-Adcock, 2011; Rigby & Johnson, 2006; Salmivalli, 2010; Wiens & Dempsey, 2009). Results from observations of peer relations during recess in school settings reveal that bystanders are present in 85-88% of bullying episodes (Atlas & Pepler, 1998; Hawkins et al., 2001). However when observed in a natural setting, peers physically intervene in support of the victim only 19% of the time (Hawkins et al., 2001). When a bystander does intervene to support the victim, these interventions are effective in stopping bullying 57% of the time (Hawkins et al., 2001). However, even if bullying is not completely eradicated through peer intervention, studies suggest that simply increasing victim peer support may help victims cope more easily with bullying episodes (Flashpohler, Elfstrom, Vanerzee, Sink, & Birchmeier, 2009; Salmivalli, Voeten, & Poskiparta, 2011). Furthermore, research suggested that classroom behavior, whether in the form of defending the victim or reinforcing the bully, moderates the interpersonal risk factors associated with victimization (Kärnä, Voeten, Poskiparta, & Salmivalli, 2010; Saarento, Kärnä, Hodges, & Salmivalli, 2013).

Although bystander involvement is effective, bullying is a group process in which bullies are often socially reinforced for their behaviors (Salmivalli, 2010). Frey and colleagues (2005) observed 77% of 620 elementary students either cheered or laughed after a bully exhibited a physical, verbal, or indirect aggressive behavior during playground observations. Salmivalli and colleagues (2011) conducted a study ($N = 6,764$) with elementary students in grades 3 to 5 to investigate the degree that bullying is related to peer response. Self-reports of bullying, and peer reports of bystander behaviors suggest that bystanders' reinforcement of bullying is positively correlated with the frequency of bullying behaviors, while bystanders' defending of the victim is negatively correlated with bullying. Salmivalli and Peets (2008) also suggested that bullies may be motivated by a desire for power and to elevate or maintain social status within the peer group. Further examination of bullying as a group process, may help researchers discover what specifically motivates the bully and further help researchers understand the victim's feelings of helplessness and lack of peer support.

Viewing bullying as a group phenomenon has resulted in a greater interest in the bystander roles within the literature on bullying prevention and intervention. Targeting the peer group as a primary intervention focus to support victims and to eliminate social support that may be maintaining bullying behaviors may reduce the frequency of school bullying. However, there is limited research on what bystanders can and will do to reduce bullying (Stueve et al., 2006). According to Rigby and Johnson (2006), only 43% of elementary students ($n = 200$) reported that they would support a victim after reading a victim-bully scenario. Significant predictors of student reports on willingness to intervene

include (a) having rarely or never bullied others, (b) having previously intervened via self-report, (c) having a positive attitude toward victims, and (d) believing that parents and friends (but not teachers) expect action to support victims (Pozzoli & Gini, 2010, 2013; Pozzoli, Gini, & Vieno, 2012).

Several theories have been postulated to explain why bystanders do or do not intervene. First, Darley and Latane (1968) proposed a five-step decision model of bystander intervention in which the bystander must (a) notice the event, (b) interpret the event as a need for help, (c) decide whether to take personal responsibility (d) decide if he or she knows how to intervene, and (e) intervene. However, the responsibility to intervene may be diffused to be others responsibility in a group setting. Second, the cost-reward model suggests that the perceived cost of intervening outweighs the outcomes such as a fear of getting bullied too, social exclusion, or making things worse (Fekkes, Pijpers, & Verloove-Vanhorick, 2005; Mayeux & Cillessen, 2008; Saarento et al., 2013). Further, research suggested that defenders may be motivated by their peers as defenders seek peer acceptance in prosocial ways, and are often perceived as popular (Sainio, Veenstra, Huitsing, & Salmivalli, 2011). And third, Hoffman's (2000) theory of moral development suggested that empathy for the victim elicits sympathy, guilt, or feelings of anger or injustice that provides the motivational reason to support the victim. Further, high levels of empathy or caring about what happens to the victim along with an overall sense of group efficacy to change bullying behavior predicts students defending behaviors (Barchia & Bussey, 2011; Pöyhönen, Juvonen, & Salmivalli, 2012). However, peers may not feel sympathetic toward the victim and may even believe that the victim

deserves to be bullied (Salmivalli, 2010). Further, research suggests that peers are more likely to intervene when victims are of the same gender (Sainio et al., 2011) and/or are overall similar to themselves in one way or another.

Given the various theories that may predict why bystanders may intervene during a bullying episode, interventions may target reasons why bystanders may become more willing to intervene. A review of the types of anti-bullying programs that specifically focus on bystanders follows below.

Promoting Participant Roles in Anti-Bullying Programs

The literature suggesting that peers are present and may play a critical role during bullying incidents along with bystander theories that are available, has shifted the focus of developing anti-bullying interventions that support bystanders to take active roles in bullying prevention. Kärnä and colleagues (2011) conducted a large-scale study to evaluate the effectiveness of the KiVa anti-bullying program. The KiVa anti-bullying program is a whole-school program that specifically seeks to teach peers empathy, a sense of self-efficacy, and skills to support the victim, as a major focus the intervention. Seventy-eight schools in Finland were randomly assigned to either a control or treatment group. Fourth- and sixth-grade students ($N = 8,237$) in both groups completed assessments that included self and peer-reports on bullying, victimization, participant roles, self-efficacy in defending, attitudes, empathy, and a sense of well-being three times in the year. The anti-bullying intervention included 10 classroom lessons, 2 hours each, presented over the entire school year. Lesson goals were to: (a) increase awareness of the

peer group's role in bullying, (b) increase peer empathy for victims, and (c) teach students strategies and increase student self-efficacy to support victims. Lessons involved classroom discussions, group work, role-playing, videos, and computer games. Additionally, classroom rules were modified to incorporate anti-bullying objectives throughout the lessons, KiVa anti-bullying posters were displayed around the school, a bully prevention guide was sent to parents, and recess monitors wore bright vests to make adult support and supervision more visible to students. In addition to the lessons, a school team of three teachers is organized to help problem solve any bullying incidents with the bully and the victim in a small group discussion and to recruit peers to help support the victim. Teachers and other school personnel are also provided support through two day trainings on KiVa and three school-wide teams that meet with a KiVa representative three times a year.

Results showed that compared to the control group, the KiVa anti-bullying program decreased victimization as reported by peers on the mid-year assessment ($b = 0.167, p = .008$) and on the end of the year assessment ($b = 0.309, p < .001$). Victimization also decreased according to self-report on the end of the year assessment ($b = 0.154, p < .001$). Results further suggest that bullying decreased according to self-reports ($b = 0.085, p = .012$) but not according to peer reports ($b = 0.130, p = .095$). Student rating of self-efficacy for defending ($b = 0.052, p = .026$) and sense of well-being ($b = 0.096, p = .011$) both significantly increased after program implementation. When evaluating bystander changes relative to the school control group, the KiVa anti-bullying program increased bystanders' defending behaviors ($b = 0.110, p = .046$) on the mid-year

assessment, but by the end of the year, results were no longer significant ($b = 0.080, p = .251$). However, bystanders did aid ($b = 0.131, p = .011$) and support ($b = 0.168, p = .019$) the bully less, thus decreasing bystander destructive behaviors by the end of the year. Further, students in the schools that participated in the KiVa program had more anti-bullying attitudes ($b = 0.088, p = .021$) and empathy ($b = 0.059, p = .002$) for the victim on the mid-year assessment, but these results were no longer significant ($b = 0.056, p = .139$ and $b = 0.039, p = .065$, respectively) by the end of the year.

In summary, the KiVa anti-bullying program decreased victimization according to both peer and self-reports, and further decreased bullying according to self-reports. Moreover, students' sense of well-being and self-efficacy in defending behaviors additionally increased after program implementation. Changes in attitude, empathy and actual bystander defending behaviors however, were not sustained throughout the intervention. Although bystanders' defending behavior did not significantly increase, the program did show diminishing destructive bystander behaviors such as aiding and reinforcing the bully.

Ross and Horner (2009) conducted a single-subject multiple baseline design across 6 aggressive elementary students to evaluate the effectiveness of a Positive Behavior Supports bullying prevention program (BP-PBS) on verbal and physical aggressive behaviors at lunch recess. Six students identified as having high levels of verbal and physical aggression in third to fifth grade from three schools participated in the study. Based on teacher's ratings, each student was reported being at or below the 20th percentile for nonaggressive behaviors and all but one were below the 16th percentile for

social skills. Baseline data were collected through recess observations of target students verbal and physical aggression behaviors. If bullying occurred during observation, researchers additionally reported bystander positive, negative, or no responses following the event. Training on the intervention immediately followed, by first providing 90 minutes of training to school faculty on program components. Students learned and practiced how to (a) discriminate between “respectful” and “not respectful” behaviors; (b) use steps “saying stop,” “walk away,” and “talk to an adult” when another student is not being “respectful;” (c) respond when someone tells you to stop being disrespectful; and (4d follow adult directions when asking for adult help. The primary purpose of these steps was to remove peer attention that typically follows bullying behavior. Second, school staff trained students (within 4- to 5-day period) with the same 1 hour program component training.

During baseline all six target students’ problem behaviors followed an increasing trend with an average of 3.1 (range, 0 to 10) aggressions per observation. During program training, students’ observed problem behaviors decreased with an average of 1.4 (range, 0 to 4) aggressive incidents. Once the program was implemented, frequency rates of aggressive behaviors decreased from baseline by 72% (range, 53% to 86%) and students’ observed aggression occurred on an average of 0.9 (range, 0.4 to 1.3) incidents per observation. Peer (victim and bystander) responses to aggression also improved. Victims ignoring behavior decreased by 9 percentage points (43% during baseline, 34% during intervention), saying “stop” increased by 28 percentage points (2% to 30%), walking away increased by 10 percentage points (3% to 13%), reinforcing the bully by providing

positive feedback decreased by 11 percentage points (19% to 8%), and providing negative feedback decreased by 19 percentage points (34% to 15%). Furthermore, bystanders ignoring behavior increased by 1% (40% to 41%), saying “stop” increased by 21% (1% to 22%), walking away with the victim increased by 11% (2% to 13%), reinforcing the bully by providing positive feedback decreased by 22% (39% to 17%), and providing positive feedback decreased by 10% (18% to 8%).

In summary, BP-PBS decreased the frequency of and variability of verbal and physical aggression in single subjects according to multiple baseline observation. Further, victims were shown to use the BP-PBS steps more often after program implementation, specifically in saying “stop” and walking away from the problem situation. Victims also reinforced the bully less by not engaging in either positive or negative feedback (e.g. fighting, whining, crying). Bystanders also said “stop,” walked away with victim and reinforced the bully less (e.g. yelling, laughing, cheering) after program implementation. However, the percentage of the trained student responses to aggression remained at low rates overall suggesting that additional steps or support may be needed to motivate bystanders to more consistently use the step.

Purpose of the Study

Bullying is a common student and teacher reported problem in schools and bullying episodes have a potentially negative impact on school climate and the well-being and academic performance of the entire student population. Because bullying occurs in a social context where bullies may be reinforced or discouraged for aggressive acts and

where peers are present, theories on defending bystander behaviors suggest that promoting student bystanders to intervene when witnessing behavior that hurts another peer is a viable factor that may further reduce bullying in schools. Motivating and teaching students how to intervene during episodes of bullying is an approach that is just emerging in the literature. And preliminary results from the current existing literature generally show that intervention programs that increase bystander support corresponds to a decrease in bullying. The Kiva anti-bullying program (Kärnä et al., 2011) that strives to empower students to defend victims through skill-building and education shows promising results for reduced peer reports of victimization and change in bystander behaviors. Ross and Horner (2009) increased bystander behaviors' after implementing a fairly simple program teaching three steps to bullying prevention. The simplicity of these steps has major advantages in a complex and busy school setting. However, additional focus on bystander support with extensive practice to increase step fluency and reinforcement of these steps may be needed to get more students consistently involved. Thus, one critical extension of prior studies investigating bully prevention peer-mediated interventions is an examination of the extent to which a class wide training on peer supportive behaviors to stop disrespectful behaviors reduces classmate reports of bullying and increases classmate reports of supportive behaviors. Training on supportive assistance behaviors to stop bullying episodes that include exclusion of others is expected to improve positive peer responses when one student shows disrespectful behaviors towards another student. Given this hypothesis, the following research questions are of primary interest in this study.

1. What is the effect of a class-wide bystander intervention on elementary students' supportive and bullying behaviors?
2. What is the effect of a class-wide bystander intervention on elementary students' self-reports of participating roles when bullying occurs?
3. What are students' acceptability ratings of a class-wide bystander intervention?

CHAPTER III

METHODS

Participants and Setting

Sixty-nine students in three elementary general education classrooms from fourth and fifth grades in northwestern Utah participated in this study. All classrooms were in selected from one elementary school with a population of 434 students, 50% male and 50% female. School ethnicity was 96.77% White/Caucasian, 3% Hispanic, and .23% Asian/Pacific Islander. Fourth- and fifth-grade classrooms were first nominated based on the number of students who, as reported by school administration and teachers, have high levels of physical, verbal, or relational aggression toward peers. Two of three fourth-grade classrooms and one of two fifth-grade classrooms from the nominated group were selected for participation based on principal and teacher input and consent. There were 19 students in classroom one, 20 students in classroom two, and 30 students in classroom three. The three classrooms included a total of 33 males, and 36 females. Thirty-one percent of students in the selected elementary school were paying free and reduced price meals.

Experimental training sessions and experimental procedures for the intervention were delivered in the general education classroom by the general education teacher and two to three graduate and undergraduate psychology student researchers.

Response Measures

Three dependent variables were monitored in this study. Measures of students' participant role in bullying incidents, daily student frequency ratings of disrespectful and helping behaviors, and student treatment acceptability were administered to all participating students in each class to evaluate intervention effectiveness. All measures were completed anonymously. A description and summary of the frequency and rationale for each measure is provided in Table 1.

Participant Role Scale

The Participant Role Scale (Salmivalli et al., 1996) is a measure intended to identify which students engage in specific participant roles during a bullying episode (see Appendix A). On a 3-point scale students rate (0 = never, 1 = sometimes, 2 = often) how often they participate in 48 bullying-response behaviors that correspond to five different participant roles: defender of the victim (20 items), bully (10 items), reinforcer of the

Table 1

Dependent Measures, Administration Population, Frequency and Rationale

Measure	Administration population	Frequency	Rationale
Participant Role Scale (PRS)	All students	Pre-Post administration	To determine students specific participant roles during a bullying episode
Student Direct Behavior Event Recordings (DBER)	All students	Daily	To monitor student reported observations of the frequency of disrespectful behaviors and supporting behaviors of the recipient of disrespect during recess.
Child Intervention Rating Profile (CIRP)	All students	Post administration	To determine student treatment acceptability.

bully (7 items), assistant of the bully (4 items), and the outsider (7 items). Each of these five scales resulted in good reliability and internal consistency as measured by Cronbach's alpha coefficient (Salmivalli et al., 1996; Salmivalli, Lappalainen, & Lagerspetz, 1998): bully scale = .93, assistant scale = .81, reinforcer scale = .91, the defender scale = .93, and outsider scale = .89. Salmivalli and colleagues (1996) originally asked children to evaluate their peers and themselves on 50 behavioral evaluation descriptions (two bullying-response behaviors were dropped to increase reliability of scales), which resulted in the five participant roles.

In this study, reliability for each of the five PRS roles was calculated using Cronbach's alpha coefficient at both pre and posttreatment times. At pretest, the defender scale = .93 resulting in excellent reliability and internal consistency, the bully scale = .80 and outsider scale = .71 suggesting good internal consistency, the assistant scale = .62 with acceptable reliability, while the reinforcer scale = .46 with unacceptable reliability. At posttest, the defender scale = .89 and the bully scale = .75 resulting in good reliability and internal consistency, while the outsider scale = .48, the assistant scale = .40, and the reinforcer scale = .16 suggest unacceptable reliability and internal consistency. As described by Salmivalli and colleagues (1996), to obtain each participant role, the mean score of identified bullying-response behaviors was obtained for each scale. A student's specific role was then determined as the student's highest mean score on one of the five described participant role scales. Students who tied for two or more primary roles were not counted. Prior to completing the questionnaire, students are presented verbally and visually with the following definition of bullying: "one child being exposed repeatedly to

harassment and attacks from one or several other children; harassment and attacks may be, for example, shoving or hitting the other one, calling names or making jokes of him/her, leaving him/her outside the group, taking his/her things, or any other behavior meant to hurt the other one” (Salmivalli et al., 1996). Researchers and teachers helped students who struggled with reading or understanding the items on the questionnaire.

Student Direct Behavior Event Recordings

A Direct Behavior Ratings (DBR) is a behavioral assessment tool that involves an observer rating a target behavior immediately following an observation period. This rating can be repeatedly conducted to collect information regarding the progress of a targeted behavior outcome over time. The utility of DBR to monitor intervention outcomes has been continually supported (e.g., Chafouleas, Riley-Tillman, & Christ, 2009). Further, test-retest correlations across a week time on a 20-minute classroom observation on academic engagement and disruptive behaviors are all statistically significant and fell within the low to high range (range = .31-1.00; Riley-Tillman, Christ, Chafouleas, Boice-Mallach, & Briesch, 2010).

In this study, students completed three DBERs to estimate the number of disrespectful behaviors received by a student and the number of times a method was used to discourage disrespect (see Appendix B). More specifically, students were asked to rate the number of times the following four events occurred during a recess period: (a) “How many times did you try to stop disrespect to another student?” (b) “How many times was another student disrespectful towards you?” (c) “How many different students were disrespectful towards you?” and (d) “Did you see another student try to help stop the

disrespect?” Disrespectful behaviors were defined as physical (e.g., hitting, kicking, stealing, throwing objects, restricting freedom of movement, or behaviors within games were considered physical aggression when they went beyond the appropriate expectations for the game), verbal (e.g., teasing, taunting, threatening, negative gestures), and exclusion behaviors (e.g., ignored or not being allowed to play with others).

Child Intervention Rating Profile

Questions on a modified version of the Child Intervention Rating Profile (CIRP; Witt & Martens, 1983; see Appendix C) was used to assess the extent to which the intervention was perceived to be helpful, to improve behavior and school climate, to be worth recommending to others, and be easy to implement. This modified scale consists of eight items rated on a Likert scale ranging from 5 (“I agree very much”) to 1 (“I disagree very much”). The total score is calculated as the sum of eight ratings (range = 1 to 40), with higher scores indicating a more acceptable and effective program. Turco and Elliot (1986) reported good reliability (coefficient alpha = .86) for the total score. In this study, the modified CIRP was presented to each student of the participating classrooms in order to assess for subjective treatment acceptability. CIRP student responses showed acceptable reliability and internal consistency when measured by Cronbach’s alpha coefficient with an alpha equal to .70. Participants were asked to complete the measure anonymously.

Experimental Design and Procedures

A multiple baseline design across classrooms was used to examine the

effectiveness of a bully prevention intervention in reducing student reported disrespectful problem behaviors during recess and in increasing supportive, helping responses to discourage disrespect based on student DBER. The design included an evaluation of student ratings of disrespect and helping behaviors during a baseline and after training with class-wide intervention implementation. A multiple baseline design was selected because it allows for a comparison of treatments to be evaluated when target behaviors are likely to be irreversible with a treatment withdrawal because of irreversible learning or contact with natural reinforcing contingencies (Kazdin, 1982). Using this design, participants' ratings on the DBER was first observed during baseline which was used as the control or comparison for behavior change with intervention. Next, the experimental training condition was sequentially applied to each participant following an established baseline condition. Baseline was considered established once data points showed to be stable and once data points moved in the opposite direction from what was anticipated for the intervention phase. Obtaining a baseline before intervention helps to attempt to control for extraneous variables such as school history and student maturation by indicating that student reports on the DBER consistently changed only when the experimental training condition was applied for all subjects. Procedures were implemented as described in the following sections.

Pre-Assessments Prior to Experimental Conditions

After obtaining IRB, district, and principal approval, a letter of information (see Appendix D) was sent out to the parents of each child in each participating classroom.

Two to 3 weeks after the distribution of this letter, the PRS was administered to all participating students. After completing the PRS assessment, students were trained to use the DBER tool to measure frequency of disrespectful and defending bystander behaviors during recess. Training began with a discussion on differences between respectful and disrespectful behavior that may occur at recess. Students then practiced completing the DBER form immediately after recess.

Baseline

Following the pre-assessment and training on the DBER, students placed a copy of the DBER in their classwork folders and completed the four DBER items immediately following lunch recess. Each school day, immediately when students returned to their desks after lunch recess, students were instructed to take out the rating sheet and complete the DBER for the day according to what occurred during that recess. Baseline ratings of the three total scores on the Daily Recess Checklist of all students within a class were obtained four to five times per week. Researchers collected folders to review ratings several times a week.

Program Training

Class-wide training began after collecting baseline for one to four weeks. Training consisted of a modified version of the *Bully Prevention in Positive Behavior Support for Elementary School Program (BP-PBS)* to further emphasize bystander support during bullying episodes (Ross & Horner, 2009). The BP-PBS program was chosen due to its effectiveness in decreasing incidents of verbal and physical aggression as shown through

program evaluation. We also chose the BP-PBS program due to the terminology use of “disrespect” rather than bullying in hopes to increase students ability to outwardly observe more clearly when bullying may occur. Further, the BP-PBS program was shown to decrease destructive bystander behavior by teaching students to stop and walk away from the situation thus taking reinforcing behaviors away from the bully. However, to increase bystander prosocial behavior we modified the program based on bystander theories such as the five-step model (notice, interpret a need, take personal responsibility, know how to intervene, and intervene), the cost/reward model and attempts to increase students’ moral development as explained in the literature review. To do this we modified the BP-PBS program to include more role plays and small group practice to not only teach students the appropriate steps to intervene but to also increase students’ ability to better notice the event and interpret a need for help. Students were additionally given specific assignments to help an assigned peer to increase each student’s personal responsibility to defend their peer. Further, to increase the reward for students’ defending behavior, we taught, modeled and gave small group practice for students to give each other URocks for prosocial behaviors. This was developed as the fourth component to the Stop, Walk and Talk steps. This training was divided into three 30-minute sessions that was offered in the classroom at a time established by the teacher when all children in the class and the participating students were present. Lessons described below were taught by the primary researchers with teacher assistance.

The first and second lessons of training consisted of giving instruction and supplying opportunity for the students to practice the steps they should take when

observing another student who is being treated disrespectfully. First, skills taught included (a) saying “stop” or using a stop gesture when someone is not respectful; (b) if, after you say “stop,” disrespectful behavior continues, walk away with the student who was disrespected; and (c) if, after you walk away, disrespectful behavior continues, tell an adult. Students were also taught how to give “URock” statements to verbally and positively acknowledge any student who supported them or others during a bullying incident. Second, students learned how to give a “URock” statement to a person who stops disrespect. Each student was specifically taught to stop, to monitor, and to acknowledge that student’s effort when disrespect was stopped. Third, students were taught to follow these same steps to support themselves when receiving disrespectful behaviors. Finally, students were taught how to respond when they were told to “stop” by completing the following steps: stopping what you were doing to show respect for the other person’s feelings, take a breath, and continue on with the current recess activity.

Next, as part of the 30-minute training sessions for the second and third lessons, students were grouped into teams consisting of four to six team members to provide opportunity for all students to practice learned responses. During this practice, each team was given a series of pictures of different disrespectful situations between peers in a recess scenario. Pictures were presented for 3 minutes. For each picture, students were given 5 seconds to answer each of the four questions: (a) What is the disrespect that is happening in this picture? (b) What is this student feeling because of the disrespect that is happening? (c) What can classmates do or say to help the person getting the disrespect? and (d) What actions or URocks can classmates do to encourage any help given by

someone? Students were also asked to give three different answers to the last three questions per picture using the prompts: what else is the person feeling, what is another way to help, or what is another URock statement you could give? Questions were asked rotating to each person in the group before asking each person a second question. Questions were continued in this fashion until the time was up. Students earned a point for each correct statement given within 3 seconds. After 3 minutes, students were told how many responses were correct per minute.

The third training included extensive practice of skills with specific examples including how to give support to a student who is being excluded from a group. Finally, students practiced steps in teams for 3 minutes with different pictures of different disrespectful situations between peers in a recess scenario. Students earned a point for each correct statement given within 3 seconds. After 3 minutes, students were told how many responses were correct per minute.

During training, teachers were given a training handout that taught teachers to follow specific steps when a student reported disrespectful behaviors. These steps were also modeled for the teachers and students during the second lesson of training. The teacher began by asking the reporting student if someone had asked the other student to stop and if the reporting student and/or the victim walked away. If these steps were not used, then the teacher went over the steps with the student along with one or more classmates that the student named as potential supportive peers. After practicing the skills, the teacher prompted students to use the steps if disrespect occurred again. If the reporting student did say “stop” or walked away, the adult privately met with the student

who engaged in the problem behavior to review how students feel when not respected, the importance of the “stop” signal, and to select a brief plan to resolve the current or next situation. If the report was an unsafe behavior or a violation of school rules, then standard school consequences were given.

While lessons were implemented, recess observation and administration of the DBERs continued in the same manner as conducted during Baseline.

Class-Wide Intervention Implementation

We also added a system for students to earn points for supporting a partner to help plan and monitor peer support during recess (Huitsing & Veenstra, 2012; Pöyhönen, Juvonen, & Salmivalli, 2010; Sainio et al., 2011). The program was implemented following training of all participating students in the class (see Appendix E). First, each student was anonymously assigned to a random classroom peer with the exception of having some help from teachers to pair up potential defenders and victims. In addition, students immediately earned the military rank of “private” for completing training. Students were told that their role as privates was to continue to complete two missions with their partners during recess each week. The first mission was to invite their assigned peer to play with them at recess. The second mission was to use the stop, walk, URock, and talk steps taught to them to defend their peer from any disrespect from others. Each class was separated into two teams that would earn points for completed missions. At the end of each week, students were given a form to check “yes” or “no” on whether (a) their partner had invited them to play and (b) they were shown respect by being supported with a Stop, Walk, or URock from their partner whenever disrespected from another student

The forms were collected and students were asked to share successful missions. Then the teacher randomly picked 4 forms from each team. Teams received five points for each “yes” and moved up a military rank if earned five or more points. Team rank standings were posted in front of the classroom. These ranks were considered independently rewarding as research suggests that bullies and defenders are often motivated by social status (Huitsing & Veenstra, 2012; Pöyhönen et al., 2010; Sainio et al., 2011). The reason for adding social ranks was to use the common function of obtaining social status, or approval from peers, that bullies often seek, and to change the use of that function to increase prosocial defending behaviors instead.

Immediately after recess, the administration of the DBERs continued in the same manner as conducted during Baseline. After 5 to 6 days, researchers had students report if they received the completed mission from their agent. Each student was asked to write down any missions that were completed by their assigned peer by check off on a slip if their agent had (a) invited them to play and (b) showed respect by giving a UROCK or used STOP, WALK, UROCK to any disrespect received from another student. Completed missions were then collected and counted and teams moved up status ranks as preset mission goals were completed.

Fidelity of Experimental Procedures

Fidelity of the training sessions was assessed using a checklist completed by an independent observer during 100% of the classroom training support intervention. Integrity of experimental procedures was computed by dividing the number of steps

correctly administered by the total number of procedural steps listed for each of the two experimental conditions and then multiplied by 100. The accuracy of the delivery of the trainings was 100% for all sessions.

CHAPTER IV

RESULTS

Class-Wide Daily Behavior Event Recording

Baseline and treatment data from three classrooms were analyzed to determine change in student reports of how frequent students were being disrespectful and how often students were trying to stop disrespect during recess. Disrespectful and defending behaviors were recorded after each recess for 5 days for each week of baseline and treatment phases. Each student's report of the (a) "number of times another student was disrespectful towards you," (b) "number of different students disrespectful towards you" and (c) "number of times you stopped disrespect" were sum totaled per class for one school day. The ratio of students that reported defending others from the incidents of disrespect was calculated as the class sum total of times students reported stopping disrespect divided by the class sum total of times another student was disrespected. The sum total of students per class who reported "yes" that he/she saw another student try to stop disrespect was also calculated per class for one school day. Figure 1 shows the number of disrespect reported by each classroom. Figure 2 presents the ratio of students who reported an attempt to defend another student per incident of disrespect. Visual inspection of the time-series data (Figure 1 and 2), and a comparison of means, standard deviations, and ranges are analyzed below.

As shown in Figure 1, disrespectful incidents were variable for all classrooms in baseline and treatment phases but overall comparison of change in level between baseline

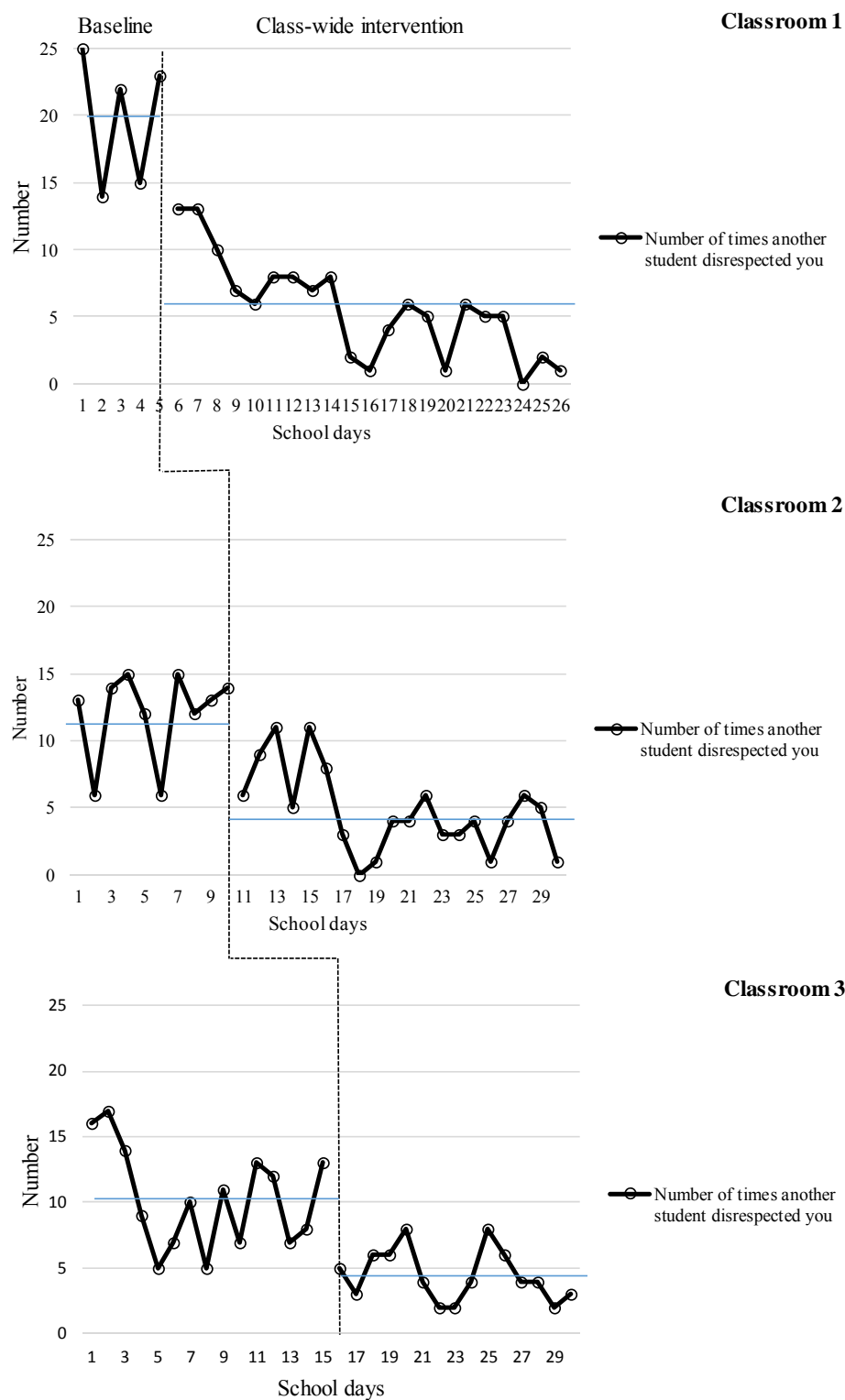


Figure 1. Class total for student reported “Number of times another student disrespected you” for each classroom during baseline and intervention. Solid lines give a mean number of reported disrespect at pre and posttreatment times.

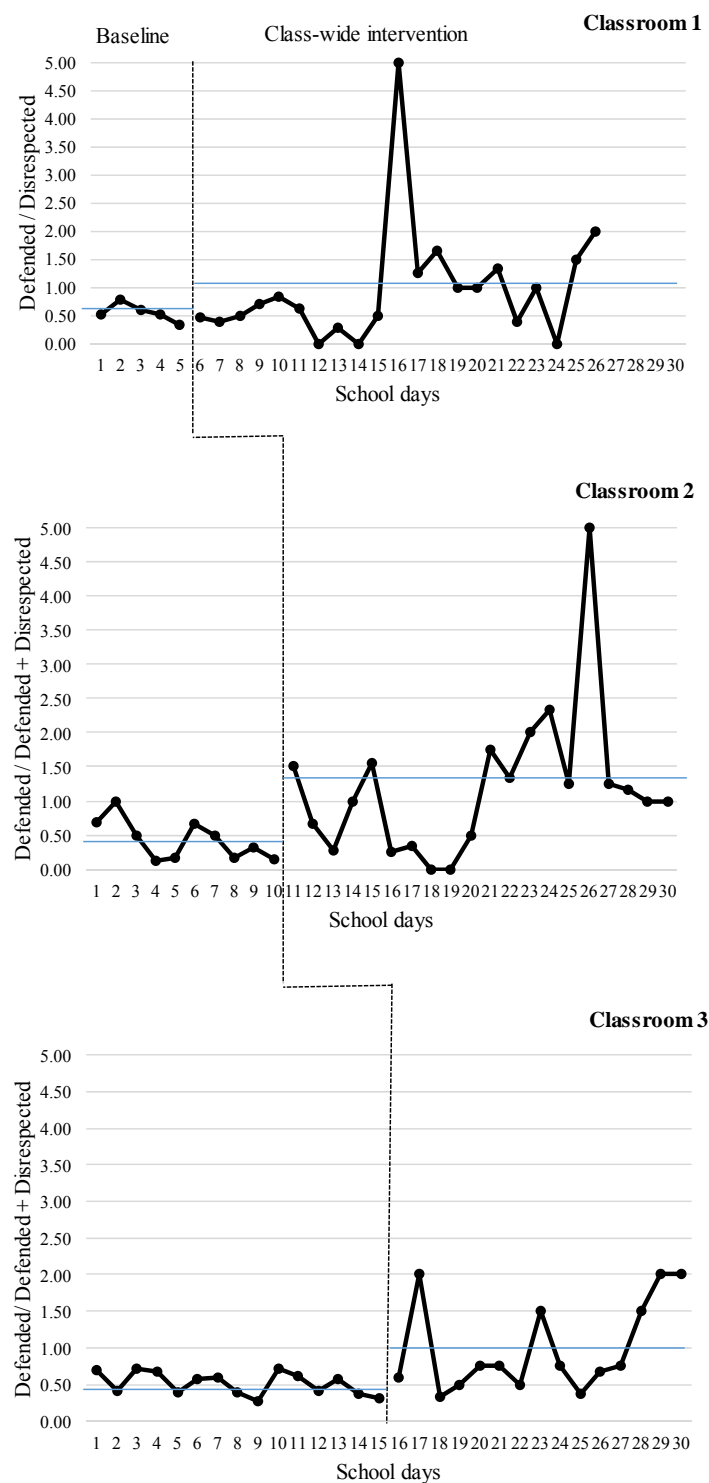


Figure 2. Class total for proportion of students who reported “Number of times you tried to stop disrespect” and “Number of times another student was disrespectful towards you” during baseline and intervention. Solid lines give a mean number of reported defending per bullying incident at pre and posttreatment times.

Table 2

Descriptive Statistics for Class-Wide Baseline and Intervention Conditions

Classroom	Times another student was disrespectful towards you		Times you tried to stop disrespect		Times stopped disrespect / times disrespected		Number of different students disrespectful towards you		You saw another student try to stop disrespect (yes = 1, no = 0)	
	Baseline	Intervention	Baseline	Intervention	Baseline	Intervention	Baseline	Intervention	Baseline	Intervention
Classroom 1 ($n = 17$ to 19)										
Mean	19.80	5.62	10.60	3.95	0.56	0.97	11.60	4.24	3.80	2.57
<i>SD</i>	4.97	3.71	2.51	2.54	0.16	1.08	3.97	2.30	0.84	1.03
Range	14 to 25	0 to 13	8 to 13	0 to 10	0.35 - 0.79	0.00 – 1.67	6 to 17	0 to 7	3 to 5	1 to 4
Classroom 2 ($n = 18$ to 20)										
Mean	12.30	4.75	4.70	5.05	0.43	1.21	8.20	4.30	2.90	2.85
<i>SD</i>	3.74	3.14	2.87	3.89	0.30	1.10	3.36	3.08	0.88	1.53
Range	6 to 18	0 to 11	2 to 9	0 to 17	0.13 – 1.00	0.0 – 5.00	4 to 14	0 to 13	2 to 4	1 to 6
Classroom 3 ($n = 27$ to 30)										
Mean	10.27	4.47	5.33	3.73	0.49	1.00	7.20	3.47	3.47	3.00
<i>SD</i>	3.83	2.00	2.24	1.58	0.15	0.62	2.60	1.60	2.10	1.13
Range	5 to 17	2 to 8	2 to 10	1 to 6	0.27 - 0.71	0.33 – 2.00	4 to 13	2 to 7	1 to 8	1 to 5

and treatment showed a decrease in reported incidents of disrespect for all three classrooms between baseline and intervention phases. Trends in number of reported disrespect in all classrooms suggest that there was a decreasing trend in reported disrespect after at least 5 days of class intervention.

As shown in Figure 2, according to student report, some students were making attempts to stop disrespectful incidents during baseline. Student reports of bystander support were consistently variable in both phases and defending reports did not improve with the initial introduction of the intervention. After treatment was in place for at least 10 days, however, a greater proportion of reported student attempts to stop disrespect is noted relative to baseline in all classrooms.

Overall, when comparing classroom results, as shown in Table 2, average DBER student reports for baseline and intervention show a percent decrease of 71%, 61%, and 56% in reported disrespectful behaviors and a percent increase of 73%, 181%, and 104% in reported defending per disrespectful incident ratios for classrooms 1, 2, and 3, respectively. The mean level of reported number of *different students* who disrespected others during intervention was lower compared to baseline with a percentage decrease of 63%, 48%, and 52% for classrooms 1, 2, and 3. Alternatively, mean student reports of defending, both by self or others, was lower during intervention which corresponded with the decreased reported disrespect.

Individual Student Daily Behavior Event Recording

Figure 3 depicts data collected from three students per classroom ($n = 9$) who

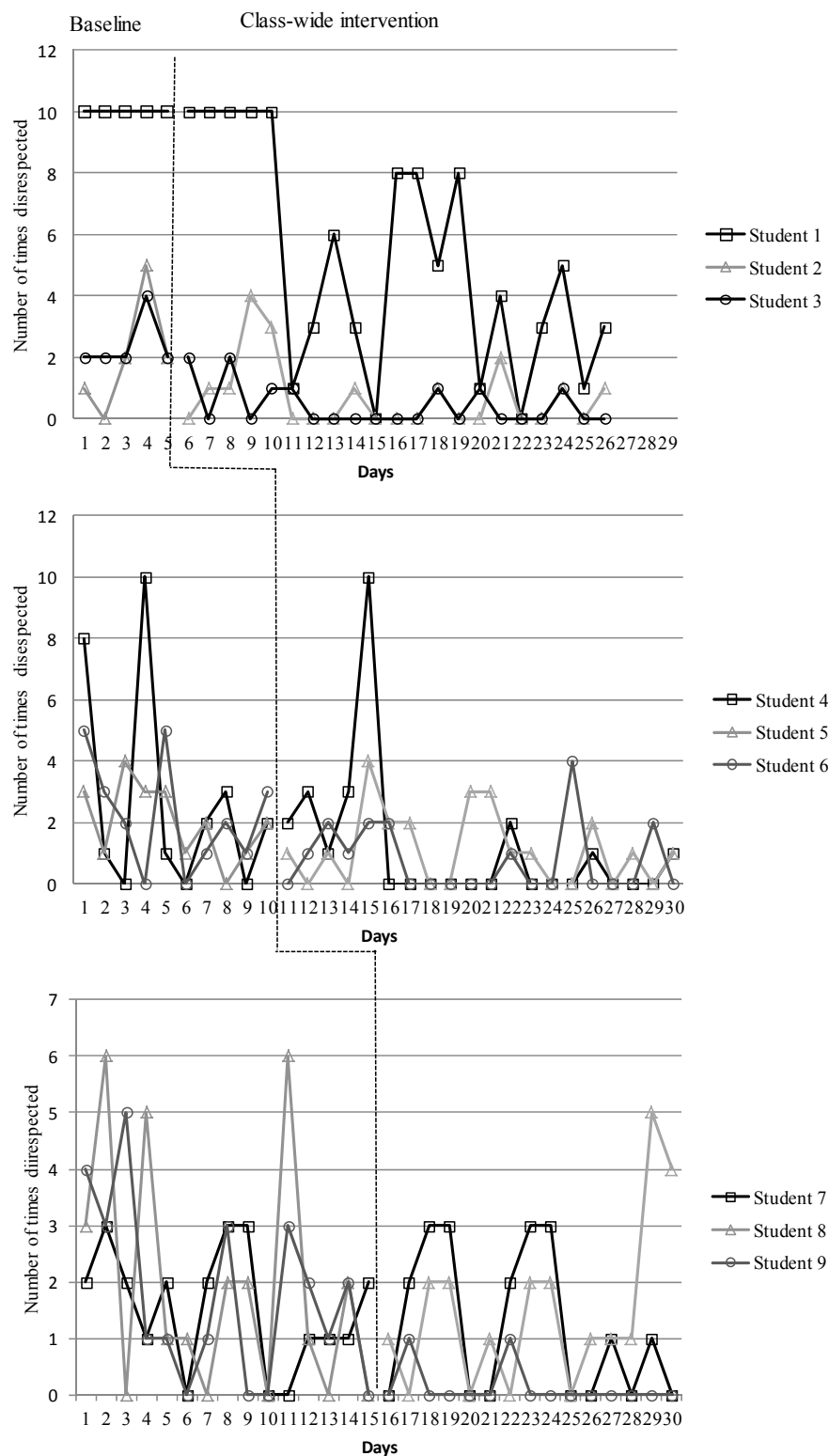


Figure 3. Three individual students per classroom with highest rates of “Number of times another student disrespected you” during baseline and intervention.

reported the highest rates of overall disrespect during baseline. Although all nine individual students' reports show an average overall decrease at treatment when comparing baseline and treatment average scores (see Table 4), data variability and trends differed between students. Four of the nine students (2, 3, 4, and 9) showed clear decreased trends and lower levels in treatment relative to baseline. Four of the remaining students showed (1, 5, 6, and 7) a decreasing trend in the number of time respected after several days of intervention but data was still variable over time. One student (8) showed the most variability with treatment, which increased at the end of treatment.

Table 4

Descriptive Statistics for Students Reporting Highest level of Disrespect in Baseline and Intervention

Class	Student	Intervention	Mean	SD
Class 1	Student 1	Baseline	10.00	0.00
		Treatment	5.19	3.66
	Student 2	Baseline	2.00	1.87
		Treatment	0.71	1.10
	Student 3	Baseline	2.40	0.89
		Treatment	0.43	0.68
Class 2	Student 4	Baseline	2.70	3.50
		Treatment	1.15	2.32
	Student 5	Baseline	2.00	1.25
		Treatment	1.10	1.21
	Student 6	Baseline	2.20	1.81
		Treatment	0.65	0.88
Class 3	Student 7	Baseline	1.53	1.06
		Treatment	1.20	1.32
	Student 8	Baseline	1.93	2.15
		Treatment	1.47	1.46
	Student 9	Baseline	1.73	1.58
		Treatment	0.13	0.35

Participant Role Scale

Fifty-seven students answered participant role questions on the PRS at pretest and posttest. Average participant scale scores were calculated by dividing each student's sum total of scale item scores by the number of questions for each participant scale. A paired t test of average item scores was then calculated on average scores to measure changes in self-ratings at pre- and posttreatment times for the defender and bullying roles. The outsider, reinforcer, and assistant roles were not included in any analysis due to low internal consistency correlations reflecting an unreliable scale. Calculated dependent t statistics showed a statistically significant higher defender role scores in posttreatment ($M = .962, SD = .360$) than pretreatment ($M = .849, SD = .457$); $t(56) = -2.304, p = .025, d = .275$. The test did not reach statistical significance in scores between pre ($M = .049, SD = .145$) and post ($M = .065, SD = .151$) scores for the bullying role; $t(56) = -.632, p = .530, d = .108$.

Each student's primary bully and defender participant role was determined as the highest of the five participant role average scores. For each student, the primary role was coded as a 1 and all other participant roles were coded as 0. Sums were then calculated for each participant role. Only one student identified as a bully as the primary role at pretest and no students identified themselves as bullies at posttest. There were 33 students (57.9%) identified as defenders at pretest, which increased to 40 defenders (70.2%) at posttest. A chi-squared test was performed and no statistical difference was found between the frequency of defenders and bullies, $\chi^2(1, N = 74) = 1.19, p = 0.275$.

Children's Intervention Rating Profile

Means, standard deviations, and ranges of the modified CIRP were additionally calculated to summarize treatment acceptability. Although there is no set cut off score for this scale, treatment acceptability across all classrooms is moderately high with a mean of 4.11 ($SD = .59$, Range = 2.13 to 5; 4 = I sort of agree). Treatment acceptability within each classroom was additionally moderately high with a mean of 4.29 ($SD = .76$, Range = 2 to 5) for classroom one, a mean of 4.01 ($SD = .76$, Range = 3 to 5) for classroom two and a mean of 4.04 ($SD = .53$, Range = 3 to 5) for classroom three.

CHAPTER V

DISCUSSION

Purpose and Conclusions

The purpose of this study was to improve current anti-bullying interventions by targeting prosocial bystander behaviors in schools. The study sought to explore the effect of a class-wide bystander intervention on elementary students' student report of bullying behaviors, report of supportive and disrespectful social behaviors in response to bullying behaviors, and ratings of acceptability of the bystander intervention.

The findings of the study through peer report (DBER) and self-report (PRS) suggest that bullying behavior decreased and defending increased. These findings support the results of other studies (e.g., Ross & Horner, 2009; Salmivalli et al., 2011) by revealing that bullying can decrease by targeting bystander behavior. However, defending improvements did not immediately occur after training and did not consistently increase when reported at recess by other students on the DBER. Over time, however, peers reported more defending behaviors and self-report of defending role increased at the end of the study compared to ratings prior to intervention. Moreover, there was a corresponding decrease in the report of bullying received after treatment for the majority of individual students who reported highest levels of bullying before treatment.

There are several plausible reasons for the decrease in bullying despite inconsistent defending. For example, training on disrespect may have made students more aware of types of behaviors that students perceive as disrespectful. Students learned

these behaviors during a brief lesson before obtaining baseline data; however, the behaviors were retaught within the context of problem solving, direct and concrete steps on how to defend others, how disrespect affects others emotions negatively, and how prosocial behaviors affect others emotions positively. Students were given repeated practice on what exactly is considered respect along with what is considered disrespect, how respect and disrespect make others feel, and how to help others who are experiencing disrespect. This practice takes away the uncertainty and ambiguity of when disrespect or bullying is occurring and what to do when you see disrespect. Given this focus, as shown in prior studies (Pozzoli & Gini, 2013), bullying could have decreased due to perceived peer expectations to engage in prosocial behaviors or perceived fears of peer rejection of antisocial behaviors.

Inconsistent change in reported defending behavior may have occurred for a variety of reasons. First, students may have noticed the bullying incidents more often than the defending behavior due to the heightened emotional nature of bullying. Defending may be less noticeable due to the subtle steps children are taught to take attention away from the disrespect such as saying stop and then walking away. Second, since bullying decreased fairly quickly at the beginning of the intervention stage in each classroom, there may have been decreased opportunities to defend others, and thus less practicing and modeling occurred. Finally, although students may have learned how to defend, defending behaviors did not always occur due to other factors. For example, student fear of, or actual retaliation from, the bully may be one explanation of why results of defending did not initially and consistently increase on the DBER. Other potential

reasons of why defending results were not consistent could be that more modeling was needed with role plays or in the natural settings by effective bystanders before peers were able to notice a need for help or know what to do. Further, peers may have waited to see if other students took personal responsibility to defend before they were willing or felt the expectation to defend themselves.

Even though defending was variable and inconsistent, it is important to note that defending behavior increased after approximately 10 days within the intervention phase and students significantly reported greater use of defending role behaviors by post intervention. Bystander theory may explain why defending role behaviors increased, as a number of components in this intervention were designed to address bystander theory, more specifically the five-step decision model (Darley & Latene, 1968). For example, concrete steps and fluency practice focused on noticing different types of events and interpreting the event as a need for help, followed by multiple steps to intervene. Further, students were taught that they are personally responsible to help individual students by assigning each student a peer to support. Prior research suggests that providing problem solving and coping strategies along with perceived peer pressure increases the likelihood of defending behaviors (Pozzoli & Gini, 2013).

Student reinforcement, which was also part of the program, may have additionally influenced the delayed improved defending results. This may have occurred due to student groups not receiving higher social ranks until later into the treatment phase. As soon as groups started to complete missions and earn ranks other class groups may have been motivated to do the same. Reports of bullying may have also decreased

due to bullying being a group process in which bullies are socially reinforced for their behaviors (Salmivalli, 2010); therefore, students were asked to take away the attention from the bully, thus decreasing or taking away any peer reinforcement for such behaviors, and were asked to give added reinforcement to those demonstrating prosocial behaviors. That is, students were taught to compliment and praise those who defend and those that stop a given disrespect after being told about the disrespect. Students then earned points to move up in ranks when supporting partners after about five sessions. All classes moved up one to three ranks which may have increased the reinforcement to implement over time. Class 3 was the only class that did not move up a rank during the first of two checks given in the class. Students were given praise and points for encouraging prosocial behaviors thus empowering the group to support the victim and not the bully.

Further, defenders, as well as bullies, can be positively reinforced by earning social status from among their peers (Pöyhönen et al., 2010; Sainio et al., 2011). Even though bullies and defenders have the same drive for popularity, their means to that end are different (Huitsing & Veenstra, 2012). Defenders seek approval by using prosocial behaviors while bullies use social dominance to gain their status. Thus, teaching students to defend using clear and concrete strategies for self, victims, and even in showing respect to students who were showing disrespect but stopped, may have frustrated the bully's means of gaining social status while increasing peer expectations to act respectfully. Therefore, both teaching concrete prosocial behaviors and changing peer expectations may have played a critical role in the decrease of bullying behavior.

Although many components were present, there may be other plausible reasons to help understand the delayed increase in defending behaviors. Salmivalli and colleagues (1998) reported that students' current defending behavior is positively associated by their friend's defending behavior and is not predicted by the student's past defending behavior. Other studies suggest that defending may occur due to an increase in student self-efficacy (Barchia & Bussey, 2011; Pöyhönen et al., 2010). Perhaps, following this intervention, defending still occurred at the same rate initially but new supporting behaviors learned in training were more effective. Other bystanders noticed positive results as reflected in decreased reported disrespect. Observing effective bystander behaviors may have increased the number of peers who also began to use supporting bystander behaviors. Porter and Smith-Adcock (2011) suggested that if defending is more likely to occur because of peer behavior, perhaps creating this type of intervention that enables a group of defenders would be most effective in combating bullying.

There were unexpected results on student self-reports. Although peers reported bullying occurrences on a daily measure, few students personally endorsed bullying role behaviors and only one student identified as a bully. The general lack of students being identified as bullies may be due to the PRS being administered as a self-report and not through peer nominations. Higher scores on the defending role may be a result of social desirability bias due to how students believed their teachers or researchers wanted them to respond. Further, Salmivalli and colleagues (1996) reported trends in self-report of participant roles. They also found that most students were well aware of their participant roles; however, students tend to underreport their personal participation in bullying

behaviors and often reported as defenders or outsiders. Further, Huitsing and Veenstra (2012) showed that perceived defending can be “defending the victim” and “defending the bully” depending on the “in-group” they are in. Therefore, some of the 70% of the students who identified themselves as defenders by posttreatment could have been defending victims as well as bullies. This additionally may explain why reported defending roles were overwhelmingly higher than reported anti-social behaviors such as bullying in our data set. However, students were specifically taught how to identify disrespect and promote respect with repetitive practice, thus it is unlikely that many students were unaware of promoting disrespect.

Salmivalli, Kaukiainen, and Voeten (2005) also conducted a class-wide intervention with the aim to increase defending behaviors in classmates to decrease victimization. The PRS was used to determine peer nominations of other students’ roles as well as for self-report to determine victimization. Similar to our findings, Salmivalli and colleagues found a statistically significant change in self-report with a decrease in victimization but not in peer-report when seeking for a decrease in bullying. Even though Salmivalli and colleagues found this change when measuring victimization, their use of peer and self-reports and their reasoning to why this change may have occurred seems applicable to our change in defending. They also suggested that self-report may be more susceptible or sensitive to personal change, while peer-report is limited to observation and/or the social group’s view of another. Peers may find it harder to forgive or less likely to identify another student as a role different from what was already determined based on past experiences or reputation. These could both be plausible explanations of

why increases of self-reported defending behavior in our data (or what a student would do or feel in a scenario) may have increased more dramatically than the peer observations of clear defending behavior in our study.

In sum, it is encouraging that peers reported an increase in observed defending behavior with a corresponding decrease in bullying. Further, acceptability of the intervention and the skills taught to children were rated as moderately high across all classrooms with little variance. This suggests that students felt that the skills taught were fair, helpful, easy to use, did not cause problems with their friends, and would help other children do better in school. Similar to other studies (Ross & Horner, 2009), even though disrespect decreased, disrespect was not eradicated completely. Therefore, to decrease disrespect completely, secondary and tertiary interventions could be implemented along with a school-wide or class-wide intervention.

Limitations and Implications

Regardless of the encouraging results, several limitations are noted. First, only self and peer reported data are included in the study. Due to the nature of self-identification rather than peer-nomination on the PRS, it is possible that the PRS results lack some reliability due to problems with social desirability. Other problems that can affect the validity and reliability of self-report include the absence of trained administrators to effectively teach students instructions and to appropriately prepare and engage students before survey administration to ensure students take the self-report seriously (Cross & Newman-Gonchar, 2004). Further, Cornell and Brockenbrough (2004)

also found reliability problems with self-report as teacher and peer reports on bullying and victimization did not agree with student self-report in their study. Furthermore, when Cornell and Brockenbrough compared peer reports to teacher reports, responses on bullying and victimization were much more consistent. Salmivalli and colleagues (2005) also found inconsistencies between self-report and peer-report when asked about bullying and victimization. Thus, due to reliability and validity problems with self-report, direct measures such as recess observations could have provided more direct assessment of intervention results to substantiate DBER and PRS findings.

A second limitation of the study is generalization due to the small number of classrooms, grade levels, and diverse student populations. Furthermore, the same students were not present every day when data were collected with a range of zero to three students absent on any given day. Even though the daily change was small, this could further explain why the DBER data often fluctuated and may have implications for data reliability.

Third, teacher acceptability ratings were not measured in this study since researchers were primary instructors. Even though students found the intervention acceptable, teacher acceptability ratings are important as teachers are the implementers of the intervention. Further studies should investigate social validity and teacher input on interventions targeting defenders in school settings.

Finally, the use of several strategies to help facilitate defending behaviors including didactic instruction, role plays, fluency practice, praise, and goal setting make it difficult to ascertain which components of the generalization training were primarily

responsible for study outcomes. And although teachers were also present during training to learn steps to support students, no data was collected on the degree that teachers used supportive steps to influence results. Clearly more research is needed to identify which intervention components are effective and feasible.

Even with these limitations, these findings support the importance of teaching defending behaviors to children given that PRS roles and DBER results of defending increased similar to other studies focusing on bystander support. This is an important finding, as many schools and practitioners are still mainly focusing on victims and bullies rather than treating bullying as a group phenomenon. Porter and Smith-Adcock (2011) suggested that students need a daily curriculum on how to protect and defend their peers in the schools to ensure that prosocial behavior emerges and remains. To help increase the practicality of teaching peers the critical skills of defending victims, research on how to further increase students' ability to notice bullying, to interpret the event as a need for help, to decide to take personal responsibility, to obtain knowledge of how to intervene, and to intervene is still needed. Further, a functional assessment on what other variables may be motivating students to bully (Ross & Horner, 2009) is called for.

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APPENDICES

Appendix A

Participant Role Questionnaire

Participant Role Questionnaire

Bullying definition: One student (the victim) being repeatedly harassed and attacked by other students. This includes: shoving, hitting, calling names, making fun of others, leaving others out, taking things from others, or any other behavior meant to hurt another student.

Using this definition, how often do you do the following?

	Never	Sometimes	Often
1. Start bullying	0	1	2
2. Make others join in bullying	0	1	2
3. Find new ways of bothering the victim.....	0	1	2
4. Get more people be part of the bullying situation.....	0	1	2
5. Ask others to bother the victim	0	1	2
6. Make plans about bullying someone	0	1	2
7. Call those who do not join in the bullying “cry-babies.”..	0	1	2
8. Make rude remarks about the victim.....	0	1	2
9. Say to others “he/she is so stupid, he/she deserves to be picked on”	0	1	2
10. Tell others not to be friends with the victim.....	0	1	2
11. Come to see what is going on when someone is being bullied	0	1	2
12. Often around when bullying happens, even if not doing anything	0	1	2
13. Giggle about the bullying.....	0	1	2
14. Laugh about the bullying.....	0	1	2
15. Encourage the bully by shouting	0	1	2
16. Say to the bully: “Show him/her!”	0	1	2
17. Say to the others: “Come look! Someone’s being picked on!”	0	1	2
18. Join in on the bullying, when someone else has started it	0	1	2
19. Assist the bully	0	1	2
20. Catch the victim (to help the bully).....	0	1	2
21. Hold the victim when he/she is bullied	0	1	2
22. Say to the victim, “Don’t let the bullies bother you”	0	1	2
23. Tell an adult about the bullying	0	1	2
24. Threaten to tell the teachers if the others don’t stop bullying..	0	1	2
25. Tell other students that it doesn’t pay to join in the bullying ..	0	1	2
26. Say to other students that the bully is stupid	0	1	2
27. Comfort the victim in the bullying situation	0	1	2
28. Attack the bully in order to defend the victim	0	1	2

	Never	Sometimes	Often
29. Take revenge on the bully for the victim	0	1	2
30. Call the bullies names in order to defend the victim	0	1	2
31. Tell others to stop bullying	0	1	2
32. Go get people to come and help the victim	0	1	2
33. Say to the others that bullying is stupid	0	1	2
34. Try to make the others stop bullying	0	1	2
35. Try to fix the differences by talking.....	0	1	2
36. Comfort the victim afterward	0	1	2
37. Stay with the victim during the breaks	0	1	2
38. Go to tell the teacher about the bullying	0	1	2
39. Encourage the victim to tell the teacher about the bullying ...	0	1	2
40. Are friends with the victim during free time	0	1	2
41. Go get the teacher in charge	0	1	2
42. Aren't usually around when bullying happens.....	0	1	2
43. Stay away from the bullying situation	0	1	2
44. Pretend not to notice when bullying happens.....	0	1	2
45. Don't do anything when someone is bullied	0	1	2
46. Don't know about bullying	0	1	2
47. Don't take sides with anyone	0	1	2
48. Go away from the spot if someone is being bullied	0	1	2

Appendix B

Direct Behavior Event Recordings

Direct Behavior Event Recordings

Monday	How many times did YOU try to stop disrespect to ANOTHER student?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many times was another student disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many different students were disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	Did you see another student try to help stop the disrespect?	Yes or no											
Tuesday	How many times did YOU try to stop disrespect to ANOTHER student?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many times was another student disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many different students were disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	Did you see another student try to help stop the disrespect?	Yes or no											
Wednesday	How many times did YOU try to stop disrespect to ANOTHER student?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many times was another student disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many different students were disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	Did you see another student try to help stop the disrespect?	Yes or no											
Thursday	How many times did YOU try to stop disrespect to ANOTHER student?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many times was another student disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many different students were disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	Did you see another student try to help stop the disrespect?	Yes or no											
Friday	How many times did YOU try to stop disrespect to ANOTHER student?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many times was another student disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	How many different students were disrespectful towards you?	0	1	2	3	4	5	6	7	8	9	10	_____
	Did you see another student try to help stop the disrespect?	Yes or no											

Recess UROCK Agent Report

Team and initials: _____

DATE: _____

Appendix C

Children's Intervention Rating Profile

Children's Intervention Rating Profile
(Witt & Martens, 1983)

We are very interested in learning your ideas about the STOP, WALK, TALK and UROCK program that you are now finishing. Below are some sentences. You may or may not agree with the sentences. For each one, please circle the number that describes how much you agree or disagree with the statement. Use the following guide:

- 5 = I agree very much
- 4 = I sort of agree
- 3 = I don't agree or I disagree
- 2 = I sort of disagree
- 1 = I disagree very much

		I agree very much			I disagree very much	
		5	4	3	2	1
1.	The STOP, WALK, TALK and UROCK ways I learned to deal with disrespectful behaviors were fair.					
2.	The STOP, WALK, TALK and UROCK ways I learned to deal with disrespectful behaviors were too harsh (mean).					
3.	The STOP, WALK, TALK and UROCK ways to deal with disrespectful behaviors might cause problems with my friends.					
4.	There are better ways to handle disrespectful behaviors than STOP, WALK, TALK and UROCK.					
5.	The STOP, WALK, TALK and UROCK would be good for other students to use to stop disrespect.					
6.	I like STOP, WALK, TALK and UROCK to handle disrespect.					
7.	The STOP, WALK, TALK and UROCK would help other students do better in school.					
8.	The STOP, WALK, TALK and UROCK ways to deal with disrespectful behaviors were easy to use.					

Appendix D
Letter of Information



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Page 1 of 2
USU IRB Approval: April 6, 2012
Approval Terminates: 04/05/2013
Protocol #4165
IRB Password Protected per IRB
Administrator

LETTER OF INFORMATION Class-Wide Peer Support Training Program

Introduction/ Purpose This letter is to inform you about a current research project that will be conducted at your child's school. Professors Donna Gilbertson and Gretchen Peacock in the Department of Psychology at Utah State University and Charity Bowles and Evan Adams, graduate students in School Psychology, are conducting a research study to find out more about class-wide programs that will teach the importance of respectful and responsible behaviors and strategies to quickly stop behavior that is disrespectful (e.g., teasing). These strategies will help students support themselves and other students. Your child has been chosen to participate in this study because he or she is in the classes at the participating school that is receiving this program. There will be approximately four classrooms with approximately 20 to 30 students each involved in this study.

Procedures The following procedures will be conducted during the research program.

- 1) Students will complete several assessments at the beginning and end of the study to evaluate how they tend to respond to disrespectful behaviors (e.g. teasing).
- 2) Students will complete a brief rating of the number of times they observed students supporting each other during recess. This rating will occur daily for about 10 weeks.
- 3) Students will learn skills that emphasize respectful and actively supportive behaviors towards classmates. These skills will be taught during three 30-minute lessons in your child's class. Students will also be asked to practice these skills for several minutes one to two times a week by saying the steps to use when shown pictures of different recess problems that may occur (e.g., teasing, not being allowed to play). We will work with teachers to determine the best time for these lessons so that minimal school work will be missed.

Risks and Confidentiality There is minimal risk in participating in this research. None of the measures completed by your child will be counted toward his/her grade; they are simply to be used by the researchers to better understand how students are supporting each other at recess. Because we are talking about difficult social situations (like teasing) your child may experience slight psychological discomfort from completing the surveys about himself/herself and his/her behavior. However, students will be told that they do not have to complete any question that makes him/her uncomfortable. To protect the privacy of your child, no names will be written on any measures so that the researchers will not have access to students' names. The coded data will be kept in a locked file cabinet in Dr. Gilbertson's locked office to maintain confidentiality. The data will be kept indefinitely and the code will be destroyed after three years. If the results of this study are published, no names will be used that may reveal the identity of the participants, their teachers, or schools.

Benefits There may be a direct benefit for your child by participating in this study such as improved peer relations, increased self-esteem, increased social support, and improved ability to manage difficult peer

interactions (e.g., teasing situations). We hope to provide your child's school with a better and easier way to help students know how to gain support as needed from other students and adults. Also, the information gained by this study may help the researchers determine which programs are most effective for increasing the social support of children who may be experiencing lower levels of peer interaction.

Explanation & offer to answer questions If you have any questions about this study you are welcome to contact Professor Donna Gilbertson at 435-797-2034 or email her at Donna.Gilbertson@usu.edu.

Voluntary nature of participation and right to withdraw without consequence Participation in research is entirely voluntary. You may refuse to participate or withdraw at any time without consequence or loss of benefits.

IRB Approval Statement The Institutional Review Board for the protection of human participants at Utah State University has approved this research study. If you have any questions or concerns about your rights or a research-related injury and would like to contact someone other than the research team, you may contact the IRB Administrator at (435) 797-0567 or email irb@usu.edu to obtain information or to offer input.

This research has also been approved by Cache County School District and Mr. Cody Dobson, principal at Wellsville Elementary.

Investigator Statement "I certify that the research study has been explained to the individual, by me or my research staff, and that the individual understands the nature and purpose, the possible risks and benefits associated with having his/her child participate in this research study. Any questions that have been raised have been answered."

Sincerely,

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Appendix E

Lesson Plans

LESSON 3:

Review	<p>Respect is polite and kind behavior towards adults and students.</p> <p>Disrespect is behavior that hurts someone or makes them feel alone.</p> <p>How do we stop disrespect anytime we see it? STOP, WALK, TALK and UROCK</p> <p>We learned that when everyone says “You can’t say you can’t play” and allows others to play, then you stop others from feeling left out.</p>
Goal setting	Get into teams and give goal to beat
Fluency training 6 min	<p>Small Group Fluency practice with a group leader:</p> <ol style="list-style-type: none"> 1. Get in groups of about 5. 2. Present pictures to students for 3 minutes. 3. For each picture, ask 4 questions for each picture. 4. Ask questions rotating around the group so that each person gets one question at time. When all person in the group gets 1 question, rotate until all get a 2nd question. Continue in this manner until timer rings. 5. For each question: Wait three seconds for an answer. For correct answers, give a point. For no or incorrect answers, say correct answer. No point.
Met goal?	<i>Teams report scores.</i>
Secret Urocker agent Instructions	<p>You are now trained to be a UROCK agent As an agent; you are dedicated to protecting citizens of your class and taking action to keep peace. Let’s salute to our force.</p> <p>Everyone will start at the first rank: <u>Private</u> UROCK agent </p> <p>You will be in two teams. Each agent on one team will be matched with an agent on the other team. And some may be lucky to get two agents.</p> <p>The paired agents will be given an assignment to protect each other.</p> <p>You will have 3 missions to complete during recess:</p> <ol style="list-style-type: none"> 1. At recess, ask him or her to play with you and your friends. 2. Use STOP, WALK and UROCK anytime your agent gets disrespect from another student 3. Give a UROCK to your agent about respectful behavior.
Record completed missions	<p>After about a week, we will come in and you will report any received protection you received from our agent.</p> <p>Teams will earn points to earn a higher rank each time we come in.</p> <p>SONG if time</p>

WEEKLY CLASS POINTS FOR RANKINGS

1. WRITE ON BOARD :

Team 1 green: _____ **Team 2 blue:** _____

☐ **Invited me to play**

☐ **Showed me respect by giving me a UROCK or used STOP, WALK, UROCK to any disrespect I got from another student.**

2. TELL:

*All week2 or three agents were working together to complete missions:
Today everyone is going to report if they received the completed mission from their agent. To report, you will be given a slip that says:*

☐ *Invited me to play*

☐ *Showed me respect by giving me a UROCK or used STOP, WALK, UROCK to any disrespect I got from another student.*

Check off any of the two missions that you received. Leave it blank if you did not receive the mission.

3. PASS OUT: Give green slips to one of the team 1 members and have them pass it out to students on Team 1 list. Likewise, give blue slips to one of the team2 members and have them pass it out to Team two.

CHECK OFF: Have students check off any of the two missions that were completed by their agent.

COLLECT: Have the team leaders collect their team slips for you.

4. EXAMPLES: While passing out and collecting, ask students or teachers to give 1 or 2 examples of successful times agents showed respect, gave a UROCK or helped them that week.

5. POINTS: Pick 4 green slips and 4 blue slips. Tell them that a team needs 5 points to move up a rank. Have team 1 and 2 helpers tally on board as you call out the point on the green/blue slips.

Team 1 green: ____lllll____ **Team 2 blue:** ____llllll____

6. RANK POSTER: Check off any rank a team earns on class poster.

My agent's successful missions

- | |
|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Invited me to play.<input type="checkbox"/> Showed me respect by giving me a UROCK or used STOP, WALK, UROCK to any disrespect I got from another student. |
|--|

My agent's successful missions

- | |
|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Invited me to play.<input type="checkbox"/> Showed me respect by giving me a UROCK or used STOP, WALK, UROCK to any disrespect I got from another student. |
|--|

My agent's successful missions

- | |
|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Invited me to play.<input type="checkbox"/> Showed me respect by giving me a UROCK or used STOP, WALK, UROCK to any disrespect I got from another student. |
|--|

My agent's successful missions

- | |
|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Invited me to play.<input type="checkbox"/> Showed me respect by giving me a UROCK or used STOP, WALK, UROCK to any disrespect I got from another student. |
|--|

My agent's successful missions

- | |
|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Invited me to play.<input type="checkbox"/> Showed me respect by giving me a UROCK or used STOP, WALK, UROCK to any disrespect I got from another student. |
|--|

My agent's successful missions

- | |
|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Invited me to play.<input type="checkbox"/> Showed me respect by giving me a UROCK or used STOP, WALK, UROCK to any disrespect I got from another student. |
|--|